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The affective skills of teachers and self-concept of students of standard nine of Mangalore Taluk

Dr. Chidananda AL

Department of Education, Mangalore University, Mangalagangothri, Mangalore, Dakshina Kannada, Karnataka, India

Corresponding Author: Dr. Chidananda AL

Abstract

Present world is fast growing and so competent. There is no life oriented education and our educational scenario faces a lot of problem. Both students and teachers often experience the difficulties caused by the poor management of emotions. The various aspects of 'Affect' are unstable in the context of teaching experience. The avoidance of these factors can cause the chaos, suicide and unrest among children. Academic achievement of students also can be affected.

Affective Skills means the ability to understand and to deal effectively in our relationship with other people comes about first as we strive to better understand ourselves and endeavour to find the balance in our life.

Self-Concept is considered to be the most significant factor in human life as everyone is continuously striving towards

self-actualization, self-realization and self-enhancement. In every action, self in different covert and overt form emerges as the governing component amongst the forces determining the action. The self-arises and develops in a context of social interactions and experience and in turn influence the same.

Analysis and Interpretation of this study was done by using Descriptive Statistics namely Descriptive statistics, Mean, Standard Deviation, data is represented using Inferential Statistics "t" test was employed to the hypothesis. The Hypothesis was tested using "t" test. The level of significance was fixed at 0.05 level. In the absence of any related study, the investigator based on the analysis of the present data, can conclude that Affective Skill and Self-Concept are related and one supports the each other.

Keywords: skills, self-concept, students, standard nine

Introduction

Life in the coming decades is likely to bring new tensions together with unprecedented opportunities. To enable the people to benefit in the new environment will require new designs of human resources development. The coming generation should have the ability to internalize new ideas constantly and creatively. They should be imbued with a strong commitment to human values and social justice. All this implies better education.

Now schools and teachers are expected to provide high quality education and children are expected to achieve better quality of performance. Hence there is now a better understanding that gives the proper atmosphere, more and more children can achieve greater success. Though the school system will not be able to redress all the world's problems, there are some actions it can take that will be helpful. So, the Affective Skill and Self-concept is the basic components of Education, which contributes to the development of personalities of the teacher and students with a focus on all the skills that contributes for not only developing the head and hand also the heart and would bring quality in Education.

Need for the Study

Affective behaviour of a teacher adds to the proper development of personality of the student. But today this aspect is neglected. As learning is not a mechanical process there is a need to recognize the interface between cognition and affection. So, there is need to create congenial atmosphere for learning, which not only enhance learning but also prepares the whole student population for more comprehensive and meaningful goals. Attempts should be made to develop human qualities required to face life with more love, zeal and vigor aiming at good individual as well as the global society.

But, the Affective Skills and Self-Concept have not yet come into lime light. Also, relationship between Affective Skills and Self-Concept remains unrevealed. Even though, some studies like "Teacher Affective Behaviour and its effect on pupils achievement", conducted by Chandan (1979) and Bhatta's studies on Teacher's affective relationship with students and its impact had been done, but not sufficient. There is a still scope for further research in this field and it is possible to bring a development in teacher's affective behaviours and positive concept of self. In this present study it is necessary to the investigator to find how far the teachers are aware of Affective Skills and how far the students experience it in their classroom surroundings.

Objectives of the study

1. To Study whether there is any significant difference between the Affective Skills of Teachers of Standard Nine of Rural and Urban Schools of Mangalore Taluk.
2. To Study whether there is any significant difference between the Self-Concept of Students of Standard Nine of Rural and Urban Schools of Mangalore Taluk.

Hypotheses of the study

1. There is a significant difference between the Affective Skills of Teachers of Standard Nine of Rural and Urban Schools of Mangalore Taluk.
2. There is a significant difference between the Self-Concept of Students of Standard Nine of Rural and Urban Schools of Mangalore Taluk.

Variables of the study

1. Affective Skills of teachers of Mangalore Taluk

In the present study Affective Skills are those skills which humanize the classrooms by promoting peaceful happy or joyous, comfortable situation that largely contribute for cognitive learning. Affective Skills are those skills which promote to the human qualities and allow the individual to be in harmony with the people.

2. The Self-Concept of Students of Standard Nine of Mangalore Taluk

Self-Concept is the individual’s way of liking at himself / herself. It also signifies his / her way of thinking feeling and behaving.

Both the variables “Affective Skills of Teachers” and “Self-Concept of Students” are considered as Independent Variables.

Tools used in the Study

1. Rating Scale to measure the Affective Skills of the Teachers validated by the investigator.
2. A Standardized Tool of Children’s Self-Concept Scale to measure the Self-Concept of the Student of Standard Nine.

Population of the Study

Population is any group of individuals that have one or more characteristics in common, that are of interest to the researcher. In the present study the population consists of the Students of Standard Nine of Mangalore Taluk.

Sample of the Study

Sampling is a process of selection of selecting a sample from the population. Stratified random sampling techniques were used for the selection of the sample. The investigator selected eight schools, four from Rural area and four from Urban area. Sample of the study consisted of four hundred students of standard Nine of Mangalore Taluk. The breakup of the sample is represented in a distribution chart given in the below figure.

Locality	Urban		Rural		Urban		Rural	
	100	100	100	100	100	100	100	
Gender	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	50	50	50	50	50	50	50	50
Total No. of Population	400							

Analysis and Interpretation of the Data

Analysis of Objective One

The First objective was to find out whether there is any significant difference between the Affective Skills of Teachers of Standard Nine of Rural and Urban Schools of Mangalore Taluk.

For Descriptive Statistical analysis, the data was classified based on location of schools. The below table gives Cumulative frequency distribution of the scores of Teachers of Rural and Urban Schools of Mangalore Taluk was test on Affective Skills.

Table 1: Distribution of the Scores of the Teachers of Rural and Urban Schools of Mangalore Taluk

Rural				Urban			
CI	f	CF	Fx ²	CI	f	CF	Fx ²
121-130	8	200	72	121-130	8	200	72
111-120	18	192	72	111-120	45	192	180
101-110	42	174	42	101-110	41	147	41
91-100	81	132	0	91-100	68	106	0
81-90	41	51	41	81-90	25	38	25
70-80	8	10	32	70-80	6	13	24
61-70	0	2	0	61-70	6	7	54
51-60	2	2	32	51-60	1	1	16

To find out the difference between the scores on Affective Skills of Teachers of Rural and Urban School of Mangalore Taluk a hypothesis was formulated.

Hypothesis One

H1: There is a significant difference in the Affective Skills of the Teachers of Standard Nine of Rural and Urban Schools of Mangalore Taluk.

In order to test the Hypothesis it was changed into null form.

H2: There is no significant difference in the Affective Skills of Teachers of Standard Nine of Rural and Urban School of Mangalore Taluk.

The null hypothesis was tested through “t” test. The level of significance was fixed at 0.05 level. The theoretical value for 0.05 level is 1.97 with df 398. The Mean, Standard Deviation and “t” value of the scores on Affective Skills of Teachers of Standard Nine are given below the table.

Table 2: Number (N), Mean (M) Standard Deviation (SD) and “t” value of the scores of Teachers of Rural and Urban on their Affective Skills

Location	N	M	SD	“t” value	Result
Rural	200	97.35	11.9	2.32	Significant at 0.05 level
Urban	200	100.3	13.7		

Interpretation

From the table it is revealed that the obtained “t” value of 2.32 for Teachers of Standard Nine of Rural and Urban Schools of Mangalore Taluk significant at 0.05 level. It is also observed from the table above table that the Mean score of Teachers of Standard Nine of Rural Schools of Mangalore Taluk on Affective skill test is less than the Mean scores of Teachers of Standard Nine of Urban school of Mangalore Taluk. This indicates that Urban School Teachers Affective skills are significantly higher than that of Teachers of Rural Schools. Hence the formulated Null Hypothesis ‘there is no

significant difference in the Mean scores of Affective Skill of Teachers of Rural and Urban School of Mangalore Taluk’ was rejected and the alternative hypothesis titled, ‘there is a significant difference in the Means scores of Teachers on Affective Skills of Rural and Urban Schools of Mangalore Taluk’ was retained.

Thus it can be concluded that the Affective Skills of Teachers of Standard Nine of Urban School are significantly greater than that of the Teachers of Standard Nine of Rural Schools of Mangalore Taluk.

Analysis of Objective Two

The Second objective of the study was to find out whether there is any significant difference between the Self-Concept of Students of Standard Nine of Rural and Urban Schools of Mangalore Taluk.

For Descriptive Statistical analysis, the data was classified based on the location of the schools. The below table gives Cumulative Frequency Distribution of Scores of Students of Standard Nine of Rural and Urban Schools of Mangalore Taluk on Self Concept test.

Table 3: Distribution of Scores of Students of Rural and Urban Schools of Mangalore Taluk on test on Self-Concept

Rural				Urban				
CI	f	CF	Mid-Point	Fx ²	f	CF	Mid-Point	Fx ²
171-180	6	200	175.5	216	10	200	175.5	150
161-170	16	194	165.5	400	10	190	165.5	160
151-160	20	178	155.5	320	18	180	155.5	162
141-150	22	158	145.5	198	31	162	145.5	124
131-140	28	136	135.5	112	31	131	135.5	31
121-130	23	108	125.5	23	39	100	125.5	0
111-120	31	85	115.5	0	36	61	115.5	36
101-110	23	54	105.5	23	10	25	105.5	40
91-100	14	31	95.5	56	12	15	95.5	108
81-90	10	17	85.5	90	3	3	85.5	48
71-80	4	7	75.5	64	0	0	75.5	0
61-70	3	3	65.5	75	0	0	65.5	0

To find out the difference between the scores of the Students of Rural and Urban Schools of Mangalore Taluk, a hypothesis was formulated.

Hypothesis Two

H1: There is a significant difference between the Self-Concept of Students of Standard Nine of Rural and Urban Schools of Mangalore Taluk.

In order to test the Hypothesis it was changed into null form.

H2: There is no significant difference between the Self-Concept of Students of Standard Nine of Rural and Urban Schools of Mangalore Taluk.

The null hypothesis was tested through ‘t’ test. The level of significance for results obtained was fixed at 0.05 level. The theoretical value for 0.05 level in 1.97 with degree of freedom 398. The Mean, Standard Deviation and ‘t’ value of the scores on Self-Concept of Students of Standard Nine of Rural and Urban Schools of Mangalore Taluk are given in the below table.

Table 4

Location	N	M	SD	“t” value	Result
Rural	200	126.95	25.6	2.23	Significant at 0.05 level
Urban	200	132.15	20.8		

Interpretation

From the above table it is revealed that the obtained ‘t’ value of 2.23 for students of Standard Nine of Rural and Urban Schools of Mangalore Taluk on Self-Concept, is significant at 0.05 level. It is also observed that from the above table that Mean scores of Self-Concept level of students of Standard Nine of Rural Schools of Mangalore Taluk is less than the Mean scores of Self-Concept level of students of Standard Nine of Urban Schools of Mangalore Taluk. This indicates that the Self-Concept level of Students of Standard Nine of Urban Schools of Mangalore Taluk is superior to the Self-Concepts of students of Standard Nine of Rural Schools of Mangalore Taluk. Hence the formulated null Hypothesis ‘there is no significant difference in the Means of scores of Self-Concept of Students of Standard Nine of Rural and Urban Schools of Mangalore Taluk is rejected and the alternative Hypothesis titled ‘there is a significant difference in the Means of scores of Students of Standard Nine of Rural and Urban Schools of Mangalore Taluk was retained.

Thus it can be concluded that the Self-Concept of Students of Standard Nine of Urban Schools of Mangalore Taluk is greater than that of the Students of Standard Nine of Rural and Urban Schools of Mangalore Taluk.

Major Findings of the Study

1. The Affective Skills of Teachers of Standard Nine of Urban Schools of Mangalore Taluk was superior compared to the Affective Skills of Teachers of Rural Schools of Standard Nine of Mangalore Taluk. It implies that the Teachers of Standard Nine of Urban Schools of Mangalore Taluk are more infavour of Affective Skills than the Teacher of Standard Nine of Rural Schools of Mangalore Taluk.
2. The Self-Concept of the Students of Standard Nine of Uban Schools of Mangalore Taluk is superior compared to the Self-Concept of the Students of Standard Nine of Rural Schools of Mangalore Taluk. It implies that the Students of Standard Nine of Urban Schools of Mangalore Taluk are more infavour of Self-Concept than Students of Standard Nine of Rural Schools of Mangalore Taluk.

Discussion of Major findings of the study

1. The first finding of the study reveals that the Teachers of Standard Nine of Urban Schools of Mangalore Taluk are more favour of Affective Skills than the Teachers of Standard Nine of Rural Schools. It implies that the inputs for Affective Skills are more among Urban Teachers. Factors like social gathering, city living would have contributed to it.

The finding is also supported by the study of ‘B.K. Passy and D.N. Sanswal (2002).’ Research in teaching a Trend Report where they found out that Urban Teachers had higher Affective interaction than Rural School Teachers.

2. The Second finding was that the Self-Concept of the Students of Standard Nine of Urban Schools of Mangalore Taluk is superior compared to the Self-Concept of the Students of Standard Nine of Rural Schools of Mangalore Taluk. It implies that the inputs of Self-Concept is more among the Urban Students. Factors like city living, social gathering, care, concern and understanding each other would have contributed for the findings.

The finding is also supported by the study of Yashbir Singh (1995) conducted on “The factor affecting the Self-Concept and Emotional maturity of College students belonging to Rural and Urban background where investigator found out that locality of colleges or educational institution make difference in the Self-Concept of Students. The study also found that Students of Urban areas had more Self-Concept than the Students of Rural areas.

Educational Implications

1. Efforts should be made to develop the Affective Skills of Teachers in higher levels.
2. Focus should be given to develop the Affective Skills of Rural Schools Teachers.
3. Efforts should be made to develop the Self-Concept of Students in Higher level.
4. Focus should be given to develop the positive Self-Concept among Rural Schools Students.

Suggestions for Further Research

1. The present study can be undertaken with experimental method on the B.Ed.trainees.
2. A comprehensive study on the Affective Skills of Teachers at different levels of formal education – Primary, Secondary and Higher levels can be undertaken.
3. A study on the Affective Skills of Teachers on the basis of direct observation of the classroom interaction can be undertaken.
4. The present study can be carried out to find the factors preventing the development of Self-Concept among students.

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